

2018-2019

EPP Bachelor Performance Report

Guilford College



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

Guilford College, a small, liberal arts institution, seeks to provide an excellent, transformative, liberal arts education. The institution and its members model values, behaviors, and attitudes that develop critical thinking for social change based on the Quaker principles of integrity, peace, equality, and simplicity in a strong, inclusive learning community. Toward that end, the college focuses on student-centered instruction, the development of global/multicultural perspectives that honor the natural environment, and service-learning opportunities that forge a connection between thought and action for all students. There is a special emphasis on “Principled Problem Solving” (PPS) wherein Guilford students are challenged to solve real-world problems through

the application of the college's core values: community, diversity, equality, excellence, integrity, justice and stewardship, under the direction of College Faculty. Student engagement in PPS contributes to practical, active involvement by developing innovative solutions to existing and emerging problems at the community, state, national, and global levels. Guilford's Quality Enhancement Program (QEP) "Speak Up" enhances students' ability to communicate through public speaking using the latest technologies combined with traditional skills and strategies. In November 2012, Guilford College adopted new General Education Student Learning Outcomes which focus on writing, speaking, critical thinking, and service learning. Currently, Guilford College is in a transitional period. The transition will be in place Fall 2019. Guilford College will begin its new Curriculum, as well as changing our 15/16 week semester calendar to a 3 week – 12 week – 12 week – 3 week calendar. This transformation of both the general curriculum and the academic calendar will affect our programs. At this time, however, our programs remain intact and meet the state requirements.

Guilford boasts the oldest program in North Carolina catering to non-traditionally aged students. With the change in calendar, we are working hard to preserve our programs' service to adult and continuing education students, with an emphasis on supporting teaching assistants who wish to earn their teaching licenses. We are registered as a residential EPP, with our administration's full support.

Special Characteristics

The Education Studies (ES) Program is an intensively academic and student-centered program in a small, independent, Quaker, liberal arts college. It is enhanced by frequent involvement of students with faculty whose guidance and support is based on a deep understanding and knowledge of each individual clinical intern's strengths/gifts and their next steps. (ES does not use the language of weaknesses/deficits; instead, we apply the more proactive phrase of "next steps".) Special pedagogical features of the program include a required second major in the content area for Secondary ES clinical interns, and all candidates (K-12) are required to complete extensive cross-cultural internships in the field (locally and/or abroad). We provide a critical and extensive focus on Social Foundations and theories as both separate courses and integrated into methods and fieldwork. . Throughout their matriculation students are provided intentionally

reflective opportunities which permit them to assess their growth as individuals and prospective teachers--with an emphasis on strengths and next steps. We challenge students/candidates to be technically and ethically reflective. At the end of their licensure programs all ES candidates from all of our programs come together for their Capstone Experience which challenges them to position themselves as educational leaders and agents for social change. The College's core curriculum supports candidates' content knowledge and assists them in ultimately mastering appropriate State content standards. All faculty and staff members who teach in Guilford College are considered vital to the education and development of Guilford College's teacher candidates. The primary goal of the teacher education program is to develop educators who are grounded in the liberal arts; self-confident, inquisitive, reflective, and thoughtful in their practice; analytical and mindful of context and how it impacts/influences learning; and possess the ability to base educational decisions on the needs of each student and the community in which they teach. Students are encouraged to be critical, *to question*, ethically as well as technically, as they enter into the field of education. Continuous authentic assessment is a key component of knowing and understanding personal and professional growth; reflective practices facilitate this assessment. Candidates are continuously challenged to examine themselves as teacher/learner/leaders (TLL) via self-reflection and analysis based on knowledge of both the content and the context of each situation and their personal values and vision. The Education Studies Program has been cited, in the past, by National accreditors for having exemplary practice in the integration of cultural diversity and authentic on-going assessment into its curriculum.

With the advent of edTPA as a consequential evaluation for licensure, ES is working diligently to align our course and fieldwork with edTPA requirements. At the same time we preserve our unique approach and core principles.

Program Areas and Levels Offered

The ES Program continues to offer a Bachelor of Arts in Elementary Education and Secondary Education with licensure areas in Secondary Social Studies, English, and K-12 licensure in Spanish and French. We offer a Bachelor of Science in Comprehensive Sciences. The College also offers a Licensure-Only Program (with the option of obtaining a major) for those who have completed a bachelor's degree from a 4-year, accredited college and qualify for admission first

to Guilford College generally, and then to the licensure program specifically. In addition to our Licensure Only program, we offer a Residential program.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
x		x

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities

In each of our foundations courses (EDUC 201,202,203, 302) we examine the historical, philosophical and psychological perspectives on and about the definitions and identifications of “disability” in the institution of schooling and teaching. In the professional courses we examine the practices and processes of teaching to students with exceptionalities. Clinical interns work with their clinical educators to gather data for referrals, follow established IEPS and meet with the school’s team to make referrals. Students are expected to include protocol for accommodations and modifications in their instructional plans. We also offer one course that is specific to teaching students with disabilities.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

In EDUC 302 students work with new comers (refugees and immigrants). These are people who have limited English proficiency. EPP students tutor students in various settings for one full semester (60 hours). In this class Education Studies students study the developmental stages of language acquisition as well as specific pedagogical strategies for teaching English to LEP people. In their professional courses clinical interns are expected to include strategies specifically for LEP students in their instructional plans and practice.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

We offer one course specifically for technology. We also require students to use technology to make presentations and teach demonstration lessons in their foundational courses. We have to adapt our expectations for integration of technology in curricula and instruction to the resources of our under-resourced partner schools. We continue to work to find the balance of possibility

and reality in teaching students to integrate technology, be resourceful in under-resourced environments, and teach most effectively for all students.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

All clinical interns participate in “data days” in our partner schools. In this way, our students are exposed and respond to the ways in which technology is used to collect, manage and analyze data to improve teaching and learning to increase student achievement. The clinical interns are treated to the same feedback and suggestions as their clinical educator and their grade level teams. In their professional coursework we specifically address assessment and evaluation and how to use the data from formal and informal, summative and formative assessment to make decisions about instructional aims and pedagogy for the clinical interns’ students.

Clinical interns (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Elementary Education clinical interns are encouraged to integrate the arts into and across the curriculum. Throughout their matriculation in the Education Studies program, beginning in the foundational courses, arts integration is modeled and explicitly demonstrated by faculty. For example, in the foundations courses students must develop metaphorical representations of their ideal schools, create sculpture and assemblages, write poetic responses, and at times perform theatrical and/or other types of performative interpretations of theory, content and/or pedagogy. In Foundations courses (educational philosophy, history, psychology and cultural competencies) students learn the context of ideas and theories. In “methods” classes (which we call “processes”) we emphasize differentiation, universal design and integration across disciplines including arts. We facilitate the clinical interns’ use of arts content, outcomes, skills, concepts and pedagogies in their instruction. We encourage clinical interns to incorporate arts standards into their EdTPA evidences. We plan to incorporate more collaboration with Arts faculty at the College in the new curriculum.

Explain how your program(s) and unit conduct self-study.

We report regularly to the Guilford College Assessment Committee using College created surveys and rubrics to measure our growth toward meeting Guilford College’s General Education Learning Outcomes and our department’s specific learning goals, as well as to SAC’s

standards. We then utilize these surveys and rubrics to cross-walk them with the standards on the North Carolina Student Teacher Evaluation rubric.

We consistently review our students' scores on PRAXIS and Pearson tests comparing the cohorts' progress between years, between individuals, amongst professors and sections. We strengthen and sustain those areas in which we appear to be successful. We disaggregate the data to analyze for areas of next steps. These may be in any domain of teacher education, i.e. pedagogy, specific content knowledge or disposition for example. Once those are highlighted, together as a small team, we collaboratively seek solutions and revisions to programs that will correct for our weaknesses. In addition, we meet regularly to discuss our visions for overall transformation and responsiveness of our programs to local, state, national and global foci.

We depend upon feedback from edTPA which we have been piloting since 2017. Thus far, we have had 16 clinical interns submit portfolios to edTPA across 3 programs. We analyzed the results to evaluate our programs and to incorporate more supports for clinical interns throughout our programs

Each field supervisor is also a professor in the Education Studies department. Each is in consistent and frequent communication with the clinical educator and administrative staff at our partner schools. We provide formative and summative assessment that is triangulated between the professor, the clinical educators, principals and clinical interns. This process is in addition to the State's rubric as one of the ways to gain qualitative and quantitative data by which to evaluate our programs as well as individual students. In conference with our field partners we deliberate about how to improve our program and, therefore, our clinical interns' impact on their students (our outcomes).

We are a small unit of three professors and an administrative assistant/licensure officer. Within the unit we offer 5 programs. However, all programs have common foundational courses and every professor teaches at least one of the foundational courses. Therefore, we share common language and deep knowledge of the sequence and structure of our curriculum and our clinical interns. We meet regularly and continuously in both informal and formal conferences with each other to be responsive to the changing demands on our programs and schools as well as to re-

evaluate the ways in which we continue to uphold the core values and principles of our programs and our College.

We meet on a regular basis in department meetings (for our college, “department” is Education Studies) and all three professors and the administrative assistant/licensure officer are part of those meetings. We begin each meeting with a sharing of “Joys and Concerns”. Although, we always have an agenda, when there are immediate concerns we tend to prioritize those. We also celebrate our many Joys – or strengths. We delegate responsibilities for accomplishing steps towards change/improvement/transformation and between meetings we exchange emails, meet constantly in hallways, and meet strategically to accomplish those goals.

All of our data is stored in an accessible shared cyberspace (the Education Studies Share Space) so that we can refer to our data when we need to make decisions; raise or answer questions about our programs; or do comparative research. The administrative assistant/licensure officer is charged with keeping data up -to-date and accessible., in this capacity she has developed effective and efficient instruments to gather data from many relevant sources and that are effective and efficient in utilizing the data in numerous, relevant iterations. This, importantly, includes feedback about our students from contacts across the campus.

We used to survey alumni, principals at our partner schools and at schools that hired our alumni. It is our understanding that the State is now in charge of this type of survey data gathering. At present, we do some informal surveying and data gathering among alumni. We need to formalize that process specifically for our programs.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

. We purposefully assign field work placements in multiple and diverse settings beginning in the Foundations courses. Our partner schools tend to be urban, so we encourage students to do other field work in surrounding rural communities for EDUC 201, 202, 203,302 and PSYCH 224.

Below are descriptions of the field work required of all Education Studies students:

- Philosophical and Ethical Issues in Education: EDUC 201 – 10 hours. Students must observe in classrooms and reflect upon the philosophical and ethical principles of their instructors. (new)

- Educational Psychology: EDUC 202 – 10 hours of clinical observations multiple venues.
- Developmental Psychology: PSYCH 224 – 20 hours observation and analysis. Education majors focus on the intersection of developmental theories and educational practices.
- Historical and Contemporary Issues in Education: EDUC 203 – 20 hours of ethnographic research in a public school.
- Field Study in Cross Cultural Competencies: EDUC 302 – 60 hours of instructional assistance and ethnographic study with newcomers. A strength of the Education Studies Program is our focus on diversity and anti-oppressive education. As part of this focus, clinical interns are required to work with students who have recently arrived in the USA for a minimum of 60 hours per semester. All minors must complete all 4 education courses listed above. All majors must successfully complete all 4 courses, plus PSY224 prior to being admitted into teacher education.

We encourage students to complete their EDUC 302 field work abroad and work with students in a country other than the USA. Those who completed the course abroad have done so in Mexico, Italy, London, Germany, China, Guatemala and Ghana (for example). For those students who do not go abroad, field work is completed with refugee or immigration centers in public schools or with other service organizations. We do not allow students to work with institutions that proselytize a particular ideological or religious view.

Required Field Work for Clinical interns:

- We assign one placement for the internship semester (semester prior to student teaching) and a different placement for the student teaching semester. Our partner schools are highly diverse and highly -impacted with an average of 25 languages being spoken. They are designated as under-performing, Title One and/or high poverty. Students therefore, spend at least two full semesters in an under-performing school and/or school with under-served populations.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

- Spring Supervised Internship: EDUC 309 or EDUC 313

Elementary Clinical hours: 15 weeks x 16 hours = 240 hours

Secondary Clinical Hours: 7 weeks x 16 hours = 112 hours

In the semester prior to student teaching, the first semester of the Teacher Licensure Program, clinical interns are required to work in a partner school as instructional assistants. We make the placements.

In the elementary program clinical interns are active as instructional assistants for at least two full days a week for every week in the semester. During this time they gradually teach more and more. They are required to plan and teach three full formal lessons, after which there is a formal clinical conference with their field supervisor. In their internship placements, the students are put in a grade level that they do not expect to enter as a professional. This is intentional, as we want all elementary clinical interns to have intensive experience in both primary and elementary grades. We also want them to understand that different teachers as well as differently-aged students have many things to teach them as teachers.

In the secondary programs clinical interns work in high schools with teachers of record in their subject areas. We make the placements. During their internship they act as instructional assistants in those classrooms. Clinical educators also provide clinical support in the specific pedagogical methods and management of their subject areas as well as their student populations.

Fall Student Teaching: EDUC 440 - 14 weeks x 40 hours = 600 hours

Clinical interns are placed with a teacher of record in a highly-impacted/under-performing/high poverty partnership school. Our intent is that clinical interns have as broad an experience as possible working within different school climates and cultures, and that they are exposed to strong and effective teaching that differs in style.

Note: Students who are licensure-only or residential licensure and working full time for

the local public school system may stay in their schools for all fieldwork under the supervision of a teacher of record and in agreement between the principal, clinical educator, Superintendent of Schools, and Guilford College Department of Education Studies faculty.

We consider internship to be the first half of the student teaching experience. Internships occur in the spring semester. During the internship clinical interns experience the buildup of skills, knowledge and dispositions that occurs after the winter break and in direct relation to end of grade testing challenges and expectations. The classrooms have, by this time, established norms and procedures, and clinical interns develop a strong sense of what is possible as an aim for classroom climate and management. As they are just beginning to take on official teaching roles and responsibilities they work in classrooms where a sense of community and trust has been established. At the same time, interns experience the effects of test preparation that come at the end of term.

Student teaching occurs in the Fall semester each year. Student teachers work with their clinical educators to establish norms, procedures and community building.

They begin the student teaching semester whenever their clinical educator returns to school for professional development days or work days. Having had a full semester as an instructional assistant in the Spring semester, the student teacher can now appreciate the aims of developing a positive classroom climate and the importance of building norms at the beginning of the year. They begin to take on classroom responsibilities the first day of student teaching. We expect them to be responsible for the majority of classroom obligations in the fifth week of student teaching. Clinical Interns must teach full time for at least 5 consecutive weeks of the 15 weeks they are in the classroom.

In both the internship and student teaching semesters, field supervisors from the department of Education Studies are in the schools supervising clinical interns in their placements. Guilford College field supervisors are in each intern/student teacher's

classroom at least once every other week for an extended observation and clinical conference/critical reflection

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford Elementary School
Start and End Dates	2004 - 2019
Priorities Identified in Collaboration with LEAs/Schools	Direct work with interns to increase reading fluency scores in grades K-2. Work with faculty and staff to strengthen positive discipline and reduce the number of Black male students referred for disciplinary action. Implementation of new curriculums in ELA and Math as mandated by the LEA.
Number of Participants	11 interns/student teachers/ one professor/CF/Principal/ CTs directly involved
Activities and/or Programs Implemented to Address the Priorities	All interns are assigned at least 3 students who are struggling to achieve their growth in reading fluency. The literacy professor, CT - monitor intern students' progress with the students and advise them. Interns make consistent use of benchmarks to analyze their students' progress and make adjustments to interventions and responses. (2) Raising awareness of Teacher unconscious biases: Professor, CT, Principal, and VP compare observations. Interns and ST challenged to recognize incidents of bias. Beginning in 2018, Guilford County instituted new standardized Math (Eureka) and ELA (K-2ckLA) curriculums. We worked with the faculty and administration to roll out the new curriculums in our partner school. We worked to adapt the new curriculum and maintain integrity to the specific context of classrooms, grades, and school community. Candidates contributed to work sessions with their teams and professional consultants. .
Summary of the Outcome of the Activities and/or Programs	K-2 students meeting Goal #2 SIP. Beginning to address unconscious bias, observing fewer incidents of biased language, reactions, and/or judgments that are made unintentionally or intentionally. Plans to follow up with PD in anti-bias training. By the end of Spring 2019, teachers, candidates, the CF and principal stated that the curriculums were making better sense and they were more confident in their implementation and in student progress with the new curriculums.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Grimsley High School
Start and End Dates	Continuing for over eleven years, but for this project, Aug. 2018-June 2019
Priorities Identified in Collaboration with LEAs/Schools	Mentor both BT1 and BT2 teachers to develop leadership skills and likewise provide pedagogical and mentorship support.
Number of Participants	One GC faculty, 1 CF, 9-10 BT1 and BT2 teachers

Activities and/or Programs Implemented to Address the Priorities	Guilford faculty and GHS CF met, in general, bi-monthly with teachers and developed a year-long curriculum to help both BT1 and BT2 teachers develop leadership skills and to help support teachers in self-identified pedagogical topics that needed amelioration. GC faculty and CF generally met once a month and likewise taught a course that focused on pedagogical skills. Likewise, GC faculty and the CF observed/mentored teachers in their classroom throughout the academic year. Many of these teachers were targeted due to deficits in administrative formal observation.
Summary of the Outcome of the Activities and/or Programs	GHS CT and GC faculty developed a Canvas page for BT1 and BT2 teachers to use to communicate and identify topics that were of concern for beginning teachers--it served as a storehouse for information, etc. Additionally, a GC graduate was hired by the school to fill a mid-year position.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Western Guilford High School
Start and End Dates	Past several years, but for this project, Jan. 2019-June 2019.
Priorities Identified in Collaboration with LEAs/Schools	Provide assistance and support for teachers with student interns. GC faculty worked with WGHS administration to identify teachers who would host interns and, in turn, could identify WGHS students who needed extra support (via the GC interns) through tutoring.
Number of Participants	Four: Two in-service teachers and two preservice teachers
Activities and/or Programs Implemented to Address the Priorities	Preservice teachers provided support for 50 hours in the schools, helping in-service teachers with planning, teaching, grading and tutoring.
Summary of the Outcome of the Activities and/or Programs	Preservice teachers provided support for in-service teachers and helped with various instructional and support activities: most of the support was focused on targeted students (student with specific needs), as identified by the in-service teachers.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	1
Female	6
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	1
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	6
Multi-Racial	
Student does not wish to provide	

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	12
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	2	Total	13
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	1
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	2

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	

	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary	2	3		1		
MG						
Secondary	2	1		2		
Special Subjects						
EC						
VocEd						
Special Services						
Total	4	4	0	3	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Guilford	13	100	100
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Guilford County Schools	124
Winston Salem / Forsyth County Schools	34
Rockingham County Schools	27

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	5				
U Licensure Only	3					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3		1

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:6

K. Teacher Effectiveness

Institution: Guilford College
Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student</p>

growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	46.7%	N/A		15	19
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	60.0%	N/A		15	19
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	73.3%	N/A		15	19
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	53.3%	N/A		15	19
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	66.7%	N/A		15	19
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	75.0%	N/A	16	18		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		

